



# Safeguarding & Child Protection Policy & Procedures

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Policy Owner	CEO
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Approved by	Trustees
How policy will be disseminated	Stored on SharePoint – Staff to be updated at Development Days by Deputy Designated Safeguarding Lead
Does policy require training for implementation – if so describe training plan	Yes - training at dedicated training sessions and development day.
Linked/related policies & procedures	<ul style="list-style-type: none"> <li>• Dignity at Work Policy</li> <li>• Managing Allegations Against Staff &amp; Volunteers Policy</li> <li>• Information Sharing Policy</li> <li>• Case Recording and Records Retention Policy</li> <li>• Conduct Code</li> <li>• Safer Recruitment Policy</li> <li>• Managing Feedback and Complaints Policy</li> <li>• Whistleblowing Policy</li> <li>• Health and Safety Policy</li> <li>• Acceptable Use of Social Media policy</li> <li>• Adult Safeguarding Policy and Procedures</li> <li>• Lone Working Policy</li> <li>• Death of a Service User Policy</li> <li>• Preventing Abuse for Extremist Purposes Policy</li> <li>• Serious Case &amp; Domestic Homicide Reviews Policy</li> <li>• Film, Photography &amp; Audio Policy</li> <li>• Illegal Items &amp; Criminal Behaviour Policy</li> <li>• Need to Know Protocol</li> <li>• COVID policies</li> <li>• Bullying and Harassment Policy</li> <li>• Professional Boundaries Policy</li> <li>• Online Bullying Policy</li> <li>• Complaints Policy</li> </ul>
Document control	A controlled version of this document is available in the Policies and Procedures folder in the Governance Library on Sharepoint. Any printed versions are classified as uncontrolled.

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**If a safeguarding concern arises outside of normal working hours – i.e. Mondays – Fridays between 9.00 and 5.00 – contact the On-Call Service via the Out of Hours Emergency number: 0207 129 7851**

## **COVID 19 Statement**

Since March 2020 the world has been impacted by a coronavirus pandemic which can lead to infection with COVID-19.

The global response to this virus, and more specifically the response of the UK government and the London Councils, has impacted the way Safer London works, its policies and procedures.

The principles underlying the Safeguarding Adults policy and procedures remain unchanged although meetings and conversations are likely to take place virtually rather than face to face because of restrictions around face to face contact that may be in place at any time.

The limits on face to face contact with service users, their families and other stakeholders may mean that critical non-verbal information and cues are missed as these are often less obvious on remote and virtual platforms, and easier for people to disguise or minimize. Staff therefore need to be especially vigilant to ensure that they are not overlooking signals during virtual conversations and sessions, whether by videoconferencing or telephone, which they might pick up in a face to face meeting.

Staff should also be conscious that the responses to the pandemic – including the restrictions on movement and contact with others, things like wearing masks and holding conversations by phone or videoconference - may impact on service users and, indeed, on themselves, in ways that may affect how they relate to each other, and work on their awareness of whether and how this might be the case. These measures may also impact on, and exacerbate or indeed disguise, the issues that service users are dealing with.

## Policy Statement

- (i) Safer London is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
- (ii) Safer London works to prevent and address the impact of violence and exploitation on young people and their families. We believe every young person should be able to enjoy a life where they feel safe and free from an ever-present threat of harm. We believe that making London safer for young people makes it safer for everyone.
- (iii) Safer London believes that:
  - children and young people should never experience abuse or maltreatment of any kind;
  - it has a responsibility to promote the welfare of all children and young people to keep them safe and to work in a way that protects them.
- (iii) Safer London recognises that:
  - the welfare of the child is paramount;
  - all children have a right to equal protection from all types of harm or abuse, regardless of age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation;
  - some children can be considered to be more at risk due to the impact of previous experiences, their level of dependency, communication needs or other issues, including being a member of a minority ethnic group, having a disability, being very young (infants are at higher risk) or a young carer (since this group is often isolated as well as protective of those they are caring for);
  - working in partnership with children and their parents or carers, as well as other agencies is essential in promoting their welfare.
- (iv) Safer London will seek to keep children safe by:
  - valuing, listening to and respecting them;
  - appointing a Designated Safeguarding Lead (DSL), a deputy DSL and a Lead Trustee for Safeguarding;
  - adopting child protection and safeguarding best practice through our policies, procedures for staff and volunteers;
  - providing effective management of staff and volunteers through supervision, support, training and quality assurance measures;
  - recruiting staff and volunteers safely, ensuring all necessary checks are made;
  - recording and storing information professionally and securely;
  - sharing information about safeguarding and good practice with children, their families, staff and volunteers via one-to-one discussions, group work, leaflets and other channels;
  - using our child protection procedures to share concerns and relevant information with agencies who need to know and involving children, parents/ carers and families appropriately;

- using our procedures to manage any safeguarding allegations against staff and volunteers appropriately;
- creating and maintaining an anti-bullying environment and ensuring that we have a policy and procedure to help us deal effectively with any bullying that does arise;
- ensuring that we have effective complaints and whistleblowing measures in place;
- ensuring that we provide a safe physical environment for the children we work with, our staff and volunteers by applying health and safety measures in accordance with the law and regulatory guidance;
- ensuring our work is anti-discriminatory and anti-oppressive, and recognises the possibility of unconscious bias.

**It is a key requirement of this policy that ALL safeguarding concerns MUST be reported to the LINE MANAGER as soon as they arise, and a Safeguarding Concern form completed, signed off by the relevant line-manager and added to the child's case record. The Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead MUST be contacted for any concerns which meet the NEED TO KNOW criteria in Appendix 4.**

## 1. Overview and Introduction

### 1.1. Safer London provides:

- support for children affected by violence or exploitation;
- support for parents/ carers whose children are affected by and/or who are affected by this themselves via their children;
- support for those seeking to escape domestic violence or abuse;
- support in a variety of settings including schools;
- training and awareness raising for professionals to increase their understanding and knowledge of the issues affecting the children who use our services.

### 1.2. This work requires Safer London's safeguarding arrangements to be robust and comprehensive.

### 1.3. *Safeguarding* is the process of promoting the welfare of children and protecting them from harm, whether caused by deliberate abuse, neglect or accidents. It also includes considering issues such as bullying, prejudice or failures to enable them to take part in activities open to most children.

### 1.4. Safeguarding means:

- protecting children from abuse and maltreatment;
- preventing harm to children's health or development;
- ensuring children grow up with the provision of safe and effective care;
- taking actions which enable all children to achieve the best possible outcomes.

- 1.5. *Child protection* is part of the safeguarding process and focuses on protecting individual children who are identified as suffering or likely to suffer significant harm. Safer London's Child Protection Procedures set out how to respond to any concerns a staff member or volunteer may have about a child.
- 1.6. Appendix 1 sets out the types of abuse, indicators that a child may be being abused and possible barriers to reporting abuse.

## **2. Why this policy exists**

- 2.1. To protect the children who access Safer London's services.
- 2.2. To provide parents, staff and volunteers with the overarching principles that underpin our approach to safeguarding and child protection.
- 2.3. To describe what Safer London will do to keep children safe and respond to concerns by setting out clear commitments and expectations, lines of accountability and roles and responsibilities.

## **3. Scope: Who and what does this policy apply to?**

- 3.1. This policy applies to anyone working for or on behalf of Safer London including managers, paid staff, volunteers – including Trustees, sessional workers, agency staff and students. It also applies to our sub-contractors.
- 3.2. This policy applies to all work with children aged up to 18. For those aged 18 and over please refer to Safer London's Adult Safeguarding Policy.
- 3.3. This policy does not form part of Safer London's contract of employment and the organisation reserves the right to change the policy at any time when considered necessary. However, failure to comply with this policy may result in action being taken against the non-compliant staff member or volunteer and may lead to dismissal.

## **4. Roles and Responsibilities**

- 4.1. **Safer London** is fully committed to safeguarding and child protection, and all those who work for Safer London in any capacity have a duty to safeguard and promote the welfare of children, regardless of whether their role involves direct contact with children.
- 4.2. It is the responsibility of **all staff** to ensure that they read and understand this policy.
- 4.3. **The Senior Leadership Team (SLT)** is responsible for ensuring that it is adhered to and to take appropriate action where a staff member is found to have acted in a way that is contrary to this policy.

- 4.4. **The Chief Executive Officer** has overall accountability for all matters concerning safeguarding and child protection.
- 4.5. **The Lead for Safeguarding and Quality Practice** is the Designated Safeguarding Lead (DSL), responsible for safeguarding and promoting children's welfare. This role oversees safeguarding arrangements which includes: ensuring relevant policies and procedures are in place and reviewed and updated; supporting staff with concerns in consultation with line managers as needed, supports managers if need be around when to refer to social care; dealing with any escalations within local authorities if needed due to lack of response or an inappropriate response; analyzing performance around safeguarding referrals; developing and delivering training to promote safe practice; and reviewing and sharing the outcomes of Serious Case Reviews and internal safeguarding reviews. The DSL also prepares a Section 11 self-audit annually to monitor Safer London's safeguarding arrangements and identifies actions for improvement.
- 4.6. The DSL is supported in this role by the Deputy DSL and by the designated Lead Trustee for Safeguarding.

## 5. Legal framework

- 5.1. This policy has been drawn up on the basis of legislation, policy and guidance that seeks to protect children in England as well as guidance which applies specifically to organisations working in London, where appropriate.
- 5.2. Key legislation includes:
- [The Children Act, 1989](#), specifically Section 17 - provision of services for children in need – and Section 47 - local authority duty to investigate;
  - [The Children Act, 2004](#) - creation of Local Safeguarding Children Boards, Working Together and information sharing
  - [Keeping Children Safe in Education 2019](#) – **NB: this is required reading for any staff working in schools, including those meeting young people for one to one sessions.**
  - [What to do if you're worried a child is being abused](#) 2006
  - [Disabled Children United Nations Convention on The Rights of the Child](#) – Voice of the child
  - [The Sexual Offences Act, 2003](#)
  - [The Pan-London Safeguarding Children Procedures](#)
  - [Working Together to Safeguard Children 2018](#), statutory guidance
  - [Domestic Abuse Bill 2019](#)
  - [The Data Protection Act, 2018](#)
  - [The General Data Protection Regulations 2018](#)
  - [UN Convention on the Rights of the Child \(1989\)](#), specifically Article 12 – right to express and have their views taken into account on all matters that affect them and Article 19 – right to live free from all forms of violence
- 5.3. Legislation against the practice of 'Upskirting' is also applicable where this activity involves a child as either the victim or perpetrator of this activity.

## **6. Related policies and procedures**

6.1. This policy should be read alongside the following relevant Safer London policies and procedures which can be found [here](#) on SharePoint:

- Dignity at Work
- Managing Allegations
- Information Sharing
- Case Recording and Records Management Policy
- Conduct Code
- Recruitment Policy
- Feedback and Complaints Policy
- Whistleblowing Policy
- Health and Safety Policy
- Adult Safeguarding Policy and Procedures
- Preventing Abuse for Extremist Purposes
- Lone Working Policy
- Death of a Service User Policy
- Serious Case and Domestic Homicide Reviews Policy
- Acceptable Use of Social Media Policy
- Film, Photography & Audio Policy
- Illegal Items & Criminal Behaviour Policy

## **7. Review**

7.1. Safer London is committed to reviewing its Safeguarding policy and practice annually or earlier if:

- it is invoked and use suggests that amendments are needed; or
- organisational restructures lead to changes in reporting lines or other processes.

7.2. The designated policy owner is responsible for ensuring that the policy and procedures are reviewed and updated as needed, including when there are changes to any of the individuals or roles mentioned in the policy or procedures. Appendix 5 provides a list of the key individuals/roles mentioned in the policy and procedures.

# Child Protection Procedures

## 1. Different ways to raise a concern

- 1.1. If you suspect that abuse is happening:
  - it is not your role to investigate but it is your role to document the facts as you know them;
  - speak to your line manager or another Service Manager and work with them to complete the Safeguarding Concern Form and follow their advice about what to do next, asking them to sign it when completed;
  - contact the relevant child safeguarding access point in the applicable Borough, e.g. MASH/SPOC, for guidance and where relevant to make a referral.
- 1.2. *Recording information:* Records must be clear, accurate and factual and provide evidence for the points you make. Keep in mind that your records protect both your service user and you. The Case Recording and Records Management Policy sets out what is required of case records including records relating to safeguarding concerns. If the concern has come from a third party this should be clearly indicated on the case note. If you are made aware of concerns about a child with whom Safer London is not working – for example if a service user tells you about safeguarding risks to a friend or family member - you should create a new profile for that individual and record the concerns there. The record must make clear that it relates to someone who is not a current Safer London service user.
- 1.3. Log your concerns using the Safeguarding Concern form on Apricot– ask your line-manager or another Service Manager to discuss the incident and get the form signed by them.
- 1.4. *Referrals to Children’s Social Care:* After discussion with your line manager you must report safeguarding incidents or allegations to the appropriate local authority within 24 hours.

You may need to liaise with appropriate agencies including social work teams, police, probation, and health professionals in line with local procedures within the relevant Borough and at all times take necessary action to protect children at risk from immediate and future harm. Your line manager will advise you and support your decision making.

**Where a crime has been or may have been committed you must report this to Police.**

- 1.5. *What to do if you have concerns about a colleague:* Refer to Safer London’s Managing Allegations Against Staff and Volunteers policy and consult your manager or the Designated Safeguarding Lead immediately. Do not alert the colleague about your concerns.
- 1.6. *What to do if you have concerns about Safer London’s practice:* If you are

concerned that certain practices or behaviours on the part of the organisation or its senior management could lead to or have led to its practice being unsafe for the people the organisation works with, you should refer to the Whistleblowing Policy & Procedures.

## **2. Best practice when responding to concerns or allegations of harm**

- Never ignore anything that might indicate abuse is taking place
- Always record everything clearly and accurately
- Work collaboratively with other professionals
- Always seek the views of the child directly and preferably away from the parent or carer
- Look for the patterns in small concerns – you may build up a full picture over time
- Consider each child as an individual

If a child discloses abuse to you:

### Do:

- listen and accept;
- try not to interrupt;
- tell the child they've done the right thing by telling you;
- inform the child of what you are going to do;
- make accurate notes using the child's own words as soon as possible and definitely within 24 hours;
- inform your line manager or another Service Manager.

### Don't:

- promise confidentiality – you may need to share information with others to ensure that appropriate action is taken and the concern dealt with;
- investigate;
- ask leading questions;
- ask the child to repeat the disclosure several times.

If a child discloses - or you suspect - that they are in possession of an illegal item or possibly engaged in criminal activity, you must in first instance ensure the safety of that child and of yourself. The same Do's and Don'ts apply when dealing with such a disclosure or concern in the short-term, but you should consult the Illegal Items & Criminal Behaviours Policy at the earliest opportunity for further guidance.

## **3. Recruitment of Staff and Volunteers**

3.1. Safer London's Recruitment Policy sets out the use of safer recruitment practices, and our selection and vetting procedures include checks into the eligibility and suitability of all trustees, staff and volunteers who have direct or indirect (e.g. helpline, e-mail) contact with children. Because of their position within the charity, Safer London will always obtain DBS clearance for anyone serving as or seeking to become a Trustee.

- 3.2. Safer London has a Complaints Policy and Procedure and a Managing Allegations Policy which set out how adults and children can voice concerns about unacceptable and/or abusive behaviour towards children by Safer London staff and volunteers.

#### **4. Supervision, Support and Training for staff and volunteers**

- 4.1. Safer London ensures that all staff and volunteers working with children are monitored and supervised and that they have opportunities to learn about safeguarding and child protection in accordance with their roles and responsibilities.
- 4.2. Safer London ensures that all of its staff and volunteers are equipped to embed safeguarding within their professional practice. They are supported in this through training which is tailored to their roles and duties and in accordance with their levels of contact with and responsibility for children and or parents/carers. This ranges from those who in their work or volunteering have limited or no contact with children and their parents/carers to those who have the highest levels of responsibilities for them, including at strategic level.
- 4.3. Safeguarding induction training is mandatory for all staff and those who work directly with children, their families and/or carers receive additional training designed to achieve the required levels of competency in regards to safeguarding children as described in [LSCB Competence Still Matters](#).
- 4.4. The training content is continually updated to include emerging issues such as e-Safety, domestic violence, forced marriage, female genital mutilation, children who live away from home or go missing, child sexual exploitation, race and racism and extremism.
- 4.5. **All employees** must complete the online course Safeguarding Children Level 1 (Virtual College) within the first two weeks of commencing employment.
- 4.6. **All employees in contact with children at risk** must also complete the online course [Suicide Lets Talk training](#) (Zero Suicide Alliance) during their induction.
- 4.7. Within six months of commencing employment these employees must also attend the *Safeguarding Induction* face-to-face course delivered by Safer London's own trainer. They must then attend the *Update Refresher* training, also delivered by the Safer London trainer, at least every three years.
- 4.8. **All managers who have any contact with children who may be at risk, or who manage employees** that do must also complete appropriate safeguarding training
- 4.9. Within six months of starting employment, they must also attend the *Safeguarding Induction* face-to-face course delivered by the Safer London trainer. They must then attend the *Update Refresher* training delivered by the Safer London trainer, at least every three years.

- 4.10. **Volunteers and students who will come into contact with children at risk** must complete the same online courses as staff.
- 4.11. They must also attend the *Safeguarding Induction* face-to-face course within six months of their start date. They must then attend the *Update Refresher* training delivered by the Safer London trainer at least every three years.
- 4.12. They must also sign a copy of this policy, which they will be given by the supervisor and required to retain for reference.
- 4.13. Additional, bespoke training will also be provided to the Trustees, Designated Safeguarding Lead and their Deputy and senior managers.
- 4.14. Safeguarding and child protection training is part of a wider Workforce Development Plan; this includes safeguarding and child development training as well as additional relevant training according to needs identified through supervision, annual appraisals and case work.
- 4.15. Training is not limited to formal events and can include a wide range of learning and development activities such as sharing expertise, e-learning, shadowing and presentations. Safer London has systems to evaluate the quality and effectiveness of training provided and its impact on the delivery of services to children and their families.
- 4.16. Management support contributes to the effectiveness of learning and development, and Safer London managers support their staff to attend training and transfer their learning into practice by ensuring they have enough time, resources and opportunities to use their new skills. Learning and development is a standing item on our supervision template and one-to-one sessions always include a discussion on learning from any recent courses/events.
- 4.17. The framework used to evaluate the quality of training and to capture evidence of its impact covers three aspects: Evaluation, Targeted Interviews and Auditing.

Self-Evaluation: Staff attending Safer London training will be asked to complete a set of three self-evaluations to help benchmark existing learning, evaluate the quality of training from the perspective of the trainee and capture evidence of how training has influenced the individual practice of staff. It is acknowledged that this process needs to be proportionate and take into account the busy day jobs of front-line operational staff. It is, however, expected that all training participants comply with Safer London requests for this information.

Pre-evaluation: As part of the course application process applicants are asked for details of any previous relevant safeguarding training so that the participant's knowledge can be logged and evaluated before acceptance onto the course. The results from this are treated as the baseline for each participant's level of knowledge and made available to the training facilitator to ensure that training is delivered at an appropriate level.

End of course evaluation: A self-evaluation questionnaire is given to each

participant at the end of each course to establish what the participant has learned over the duration of the course. This is used to evidence whether the course was pitched appropriately for the audience, met its objectives and what the participant has learned from the training session.

Post-course evaluation: Acknowledging that follow-up questionnaires often result in a low return rate, the approach by Safer London takes the form of a simple on-line Survey Monkey questionnaire

Targeted Interviews: On occasions further targeted interviews post training will take place.

Auditing: Case auditing by Safer London line-managers also provides a specific focus on whether there is any evidence that training has influenced practice and impacted on the outcomes for young Londoners and families. The audit process establishes the level of safeguarding training received by the staff involved and their account of how any related learning has been used in their casework. The auditor will form a professional judgement as to the impact of this training on the quality of practice and associated outcomes.

- 4.18. Training feedback is used to improve course content and delivery in the current year and also to inform planning for future training programmes. This feedback also provides assurance to the Board by evidencing impact of training on frontline staff.

## **5. Information sharing**

- 5.1. Safer London understands and accepts that information sharing is a vital element in improving outcomes for children. It is essential to protect children from suffering harm, abuse or neglect.
- 5.2. Most Serious Case Reviews identify sources of information that could have contributed to a better understanding of the child and their protection had it been appropriately shared between agencies. This includes information from other agencies, about and from fathers/extended family, historical knowledge, cultural background and research findings. It is vitally important that Safer London staff have the knowledge and confidence to share information appropriately as part of their day-to-day practice. Staff need to ensure that the people who use our services remain confident that their personal information is kept safely and securely and that their privacy is protected whilst sharing information to deliver better services. Safer London provides training on Information Sharing and GDPR to all staff as part of induction and managers access an online module from Virtual College.
- 5.3. Safer London staff working with partner organisations in multi-agency teams are expected to work within a framework of information sharing principles to ensure the safety and wellbeing of the children we work with. Guidance on the framework can be found in our Information Sharing Policy and individual Working Together Agreements.

- 5.5. *Need to Know Protocol:* All staff and volunteers must ensure that the Designated Safeguarding Lead is informed as soon as possible of the occurrence of any of the situations set out in Appendix 4. If you are in doubt as to whether an incident or situation falls within this protocol let the Designated Safeguarding Lead know and they will make that assessment and advise on what to do next.

This protocol applies to both current and former service users and includes children with whom Safer London only had one-off contacts, e.g. a Return Home Interview.

In cases of “need to know”, the worker will need to prepare a brief summary that includes the service user’s details, the nature of the incident and the plan of action to discuss with the designated safeguarding lead. It is likely that this may also need to be shared externally. Managers must familiarise themselves with any requirements to do this that may be set out in contracts within their services.

# Appendix 1 - Definitions and indicators of abuse and barriers to reporting

## 1. What is abuse?

Abuse and neglect are forms of maltreatment. A person may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in the family, a peer, an institution or a community setting, by those known to them or by a stranger.

## 2. Types and categories of abuse and neglect:

- Physical - deliberately physically hurting a child. This can take a variety of forms including hitting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child. Physical abuse can happen in any setting including outside the home. Children may be more at risk if their carers have problems with drugs, alcohol and/or their mental health or if they live in a home where domestic abuse happens. Children with disabilities also have a higher risk of suffering physical abuse. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- Sexual - any sexual activity with a child, although children who are victims of sexual abuse do not always recognise themselves as being abused. A child may not understand what is happening and may not even understand that it is wrong. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males: women can commit acts of sexual abuse, as can other children.
- Emotional - persistent emotional maltreatment of a child. Although the effects of emotional abuse might take a long time to be detectable, practitioners will be in a position to observe it, for example in the way that a parent interacts with their child. Emotional abuse may involve deliberately telling a child that they are worthless, unloved or inadequate. It may include not giving a child opportunities to express their views, deliberately silencing them or making fun of what they say or how they communicate. Emotional abuse may involve serious bullying – including online bullying through social networks, online games or mobile phones – by a child's peers. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child's emotional development.
- Neglect is a pattern of failing to provide for a child's basic needs, whether it be adequate food, clothing, hygiene, supervision or shelter. It is important that

practitioners remain alert and do not miss opportunities to take timely action. However, while there may be concerns about a child, neglect is not always straightforward to identify. Neglect may occur if a parent becomes physically or mentally unable to care for a child. A parent may also have an addiction to alcohol or drugs which may impair their ability to keep a child safe or results in them prioritising buying drugs or alcohol over food, clothing or warmth for the child. Neglect may occur during pregnancy as a result of maternal drug or alcohol abuse. It is likely to result in the serious impairment of a child's health or development. Children who are neglected often also suffer from other types of abuse.

More recent variations and types of abuse are also now being recognised, for example female genital mutilation and therefore our practitioners should always discuss any concerns they have with their manager even if it falls outside of the above.

### **3. Indicators of abuse**

Any of the following signs might be indicators of abuse or neglect:

- children whose behaviour changes, for example they become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- children with clothes which are ill-fitting and/or dirty;
- children with consistently poor hygiene;
- children who make strong efforts to avoid specific family members or friends without an obvious reason;
- children who don't want to change clothes in front of others or participate in physical activities;
- children who are having problems at school, for example a sudden lack of concentration and learning or they appear to be tired and hungry;
- children who talk about being left home alone, with inappropriate carers or with strangers;
- children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- children who are regularly missing from school or education;
- children who are reluctant to go home after school;
- children with poor school attendance and punctuality, or who are consistently late being picked up;
- parents who are dismissive and non-responsive to practitioners' concerns;
- parents who collect their children from school when drunk, or under the influence of drugs;
- children who drink alcohol regularly from an early age;
- children who are concerned for younger siblings without explaining why;
- children who talk about running away;
- children who display age-inappropriate sexual or sexualised behaviour (see the NICE guidance to [NICE guidance to Recognising Child Abuse and Neglect](#) sections 1.3.20-1.3.22) ; and
- children who shy away from being touched or flinch at sudden movements.

#### **4. Factors which prevent children from reporting abuse**

There are many factors which can inhibit a child's willingness and ability to report abuse. These can include fear, loyalty, shame, being scared of the perpetrator/consequences, cultural differences/norms, unaware of what abuse is, not having the words to describe it, mixed feelings as they may love the perpetrator, fear of being taken into care, having told someone before and seen nothing happen.

#### **5. Key qualities that children and young people want in professionals**

Research has shown that children want their workers to be open, honest, informed, knowledgeable, experienced, dedicated, trustworthy and approachable. Safer London staff, and in particular those working directly with children, are expected to display these qualities at all times.

#### **6. Safer London and Contextual Safeguarding**

At Safer London we are committed to embedding contextual safeguarding approaches in our practice and are developing tools, resources and services to support this.

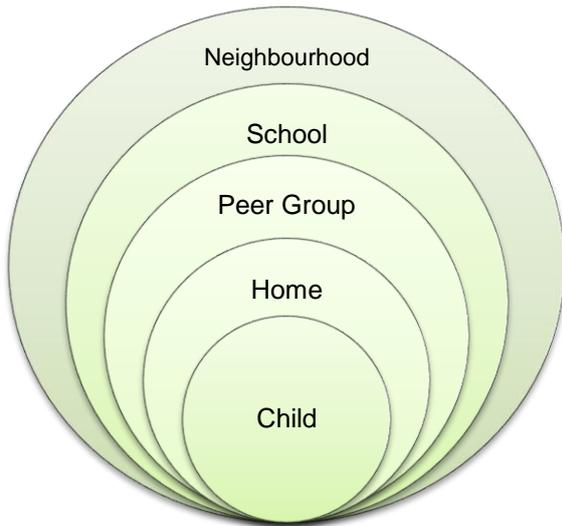
##### **What is Contextual Safeguarding?**

At Safer London many of the young Londoners who access our service will be exposed to harm through exploitation or violence, which most frequently occurs outside the family context; in their peer groups, schools or communities; where often their family may have little control or influence to intervene. Our current child protection system in the UK has been designed and set up to respond primarily to harm which occurs within the family environment and often focusses on the ability of parents or carers to safeguard their child.

Whilst most local authorities are increasingly recognising that extra-familial harm, in the form of exploitation and violence, requires a safeguarding response, the child protection system itself is still developing ways to offer appropriate support. Currently plans to support young people and families affected by exploitation or violence often focus on creating change with the individual young person or their parents or carers, rather than addressing the contexts where the harm is occurring. Focussing support on individuals may bring about limited change if the contexts within which they have experienced harm, and may continue to live their lives, have not changed.

Contextual Safeguarding is an approach being developed by Dr Carlene Firmin, her research team at the [University of Bedfordshire](#) and 10 test sites across the UK. The intention of a Contextual Safeguarding approach is to create a change in the current child protection system and support practitioners working with young people to identify and assess the contexts and social conditions of harm and intervene with them directly, rather than focussing solely on the individual young person or their family.

The contexts within which young people may be exposed to exploitation or violence may include their peer group, school or neighbourhood or other locations.



(Firmin et al. 2016)

As an approach, Contextual Safeguarding aims to offer an alternative response to extra-familial harm by working across four key domains:



The four domains of Contextual Safeguarding are also underpinned by a core set of principles which should be applied to referral, assessment, planning and interventions in order to comply with a Contextual Safeguarding approach.

# Our principles



## Collaborative

Collaborating with professionals, children, young people, families and communities to inform decisions about safety.



## Ecological

Considering the links between the spaces where young people experience harm and how these are shaped by inequalities.



## Rights-based

Rooted in children's and human rights.



## Strengths-based

Building on the strengths of individuals and communities to achieve change.

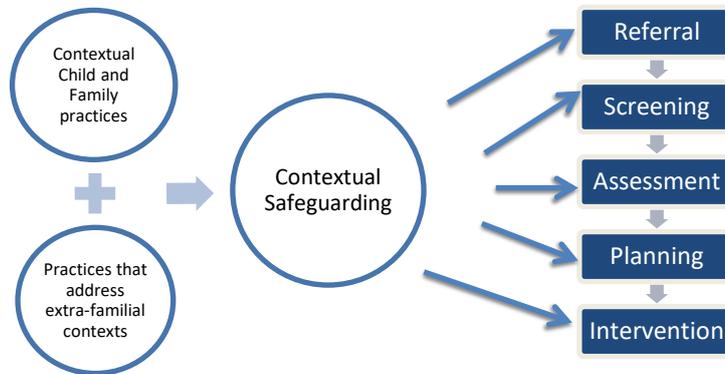


## Evidence-informed

Producing research that is grounded in the reality of how life happens. Proposing solutions informed by lived experience.

If you cover the four domains, but the principles are not embedded then this would not be considered to be a Contextual Safeguarding approach.

## Two levels of Contextual Safeguarding



## Appendix 2 - Additional Guidance

### General safeguarding guidance:

- Pan-London Procedures: [London Child Protection Procedures](#)
- [Working Together to Safeguard Children](#) - statutory guidance on inter-agency working to safeguard and promote the welfare of children.
- The Government's Information sharing and consent [Advice for practitioners](#)
- London CP's [Revised Continuum of Need Threshold Guidance](#)
- The Social Care Institute for Excellence (SCIE)'s [Safeguarding charities resources](#)
- The [Young People's version of Working Together](#)

### Specific safeguarding issues:

Issue	Guidance and resources
<b>Adolescent neglect</b>	<ul style="list-style-type: none"> <li>• See government guidance here: <a href="https://www.gov.uk/government/publications/neglect-matters-a-multi-agency-guide-for-professionals-working-together-on-behalf-of-teenagers">https://www.gov.uk/government/publications/neglect-matters-a-multi-agency-guide-for-professionals-working-together-on-behalf-of-teenagers</a></li> <li>• And NSPCC guidance here: <a href="https://www.nspcc.org.uk/globalassets/documents/advice-and-info/core-info-neglect-emotional-abuse-teenagers-13-18.pdf">https://www.nspcc.org.uk/globalassets/documents/advice-and-info/core-info-neglect-emotional-abuse-teenagers-13-18.pdf</a></li> </ul>
<b>Child abuse linked to faith or belief</b>	<ul style="list-style-type: none"> <li>• See the government's national action plan: <a href="https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief">https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief</a></li> </ul>
<b>Child Sexual Exploitation</b>	<ul style="list-style-type: none"> <li>• See the relevant chapter in the London Child Protection Procedures: <a href="https://www.londoncp.co.uk/#">https://www.londoncp.co.uk/#</a></li> <li>• and see also government guidance: <ul style="list-style-type: none"> <li>○ <a href="https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2">https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2</a></li> <li>○ <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/794554/6.5120_Child_exploitation_disruption_toolkit.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/794554/6.5120_Child_exploitation_disruption_toolkit.pdf</a></li> </ul> </li> </ul>
<b>Children at points of transition to adult services</b>	<ul style="list-style-type: none"> <li>• See guidance from the National Institute for Health &amp; Care Excellence: <a href="https://www.nice.org.uk/guidance/NG43/resources">https://www.nice.org.uk/guidance/NG43/resources</a></li> </ul>
<b>Children who may have been trafficked</b>	<ul style="list-style-type: none"> <li>• See government guidance: <ul style="list-style-type: none"> <li>○ <a href="https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance">https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance</a></li> </ul> </li> <li>• and referral forms <ul style="list-style-type: none"> <li>○ <a href="https://www.gov.uk/government/publications/human-trafficking-victims-referral-and-assessment-forms">https://www.gov.uk/government/publications/human-trafficking-victims-referral-and-assessment-forms</a></li> </ul> </li> </ul>
<b>Contextual safeguarding</b>	<ul style="list-style-type: none"> <li>• see <a href="#">guidance</a> provided by the Contextual Safeguarding Network</li> </ul>
<b>Criminal exploitation/ County Lines</b>	<ul style="list-style-type: none"> <li>• See the government's guidance, updated in February 2020, on this issue: <a href="https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines">https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines</a></li> </ul>

Issue	Guidance and resources
	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Criminal exploitation/ County Lines (placing children overseas)</b>	<ul style="list-style-type: none"> <li>• A useful organisation for issues around the increasing tendency for social care to place children overseas to ‘protect’ them especially from county lines and gang violence is CFAB: <a href="http://cfab.org.uk/resources">http://cfab.org.uk/resources</a> - they produce a guide on the law around placing children with families overseas and have a helpline</li> </ul>
<b>Children with disabilities</b>	<ul style="list-style-type: none"> <li>• See government guidance on safeguarding children with disabilities: <a href="https://www.gov.uk/government/publications/safeguarding-disabled-children-practice-guidance">https://www.gov.uk/government/publications/safeguarding-disabled-children-practice-guidance</a></li> </ul>
<b>Domestic abuse</b>	<ul style="list-style-type: none"> <li>• See government guidance: <ul style="list-style-type: none"> <li>○ <a href="https://www.gov.uk/guidance/domestic-violence-and-abuse">https://www.gov.uk/guidance/domestic-violence-and-abuse</a></li> <li>○ <a href="#">Information on the 2019 Domestic Abuse Bill</a></li> </ul> </li> </ul>
<b>Fabricated illness</b>	<ul style="list-style-type: none"> <li>• See government guidance: <a href="https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced">https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced</a></li> </ul>
<b>Families/parents and carers affected by exploitation, crime and violence</b>	<ul style="list-style-type: none"> <li>• See the <a href="#">PACE guidance</a> on working with families affected by CSE.</li> </ul>
<b>Female Genital Mutilation (FGM)</b>	<ul style="list-style-type: none"> <li>• See the Government’s <a href="#">Multi-Agency Statutory Guidance on FGM</a> issued 8 October 2018</li> <li>• In February 2020 the Home Office released an on-line Resource Pack around FGM which can be found here: <a href="https://www.gov.uk/government/publications/female-genital-mutilation-resource-pack">https://www.gov.uk/government/publications/female-genital-mutilation-resource-pack</a></li> <li>• A mandatory reporting duty for FGM requires regulated health and social care professionals and teachers in England and Wales to report known cases of FGM in under 18-year-olds to the police. The FGM duty came into force on 31 October 2015. This document gives staff from these professions information on the mandatory reporting duty: <a href="https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information">https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information</a></li> </ul>
<b>Forced marriage</b>	<ul style="list-style-type: none"> <li>• See the government guidance: <a href="https://www.gov.uk/guidance/forced-marriage#legislation-on-forced-marriage">https://www.gov.uk/guidance/forced-marriage#legislation-on-forced-marriage</a></li> <li>• The Forced Marriage Unit offers advice and support and will not contact the victim’s family <ul style="list-style-type: none"> <li>○ Tel: 020 7008 0151; Email: <a href="mailto:fmufco.gov.uk">fmufco.gov.uk</a></li> </ul> </li> <li>• In an emergency dial 999</li> </ul>
<b>Harmful traditional practices</b>	<ul style="list-style-type: none"> <li>• See the <a href="#">London Child Protection Procedures chapter</a> on harmful sexual practice</li> </ul>
<b>Harmful sexual behaviour</b>	<ul style="list-style-type: none"> <li>• See government guidance for schools on dealing with sexual violence/harassment between children: <a href="https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges">https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges</a></li> <li>• And NSPCC guidance: <a href="https://learning.nspcc.org.uk/research-">https://learning.nspcc.org.uk/research-</a></li> </ul>

Issue	Guidance and resources
	<a href="#">resources/2016/harmful-sexual-behaviour-framework/</a>
<b>Keeping children safe in education</b>	<ul style="list-style-type: none"> <li>Read more at NSPCC Learning: <a href="#">Keeping children safe in education: CASPAR briefing</a></li> </ul>
<b>Learning Disability</b>	<ul style="list-style-type: none"> <li><a href="#">SEND guidance for social care practitioners</a></li> <li><a href="#">SEND code of practice</a></li> </ul>
<b>Suicide/self-harm</b>	<ul style="list-style-type: none"> <li>The London Child Protection Procedures provide a good link to statutory advice on suicide and self-harm: <a href="https://www.londoncp.co.uk/#">https://www.londoncp.co.uk/#</a></li> <li>Papyrus provides confidential support and advice to young people struggling with thoughts of suicide, and anyone worried about a young person through their helpline HOPELINEUK. Useful resources including safety plans can be downloaded from their website <a href="https://www.papyrus-uk.org/">https://www.papyrus-uk.org/</a></li> <li>If someone gives an indication that they are feeling hopeless or can't see the point of going on ask them clearly "Are you thinking about killing yourself?" or "Are you thinking about taking your own life?". Give reassurance that these feelings won't last forever, they are valued and that help is available. If someone tells you they are feeling suicidal ensure they aren't left alone. Remove anything they could use to take their own life. Inform the person you would like to seek medical help immediately. Call their GP, dial 999 or take them to A&amp;E and stay with them until they are seen by a mental health practitioner. Share your concerns with your own colleagues, the person's family/friends. Signpost the person to the helplines listed here: <a href="https://www.thecalmzone.net/help/worried-about-someone/">https://www.thecalmzone.net/help/worried-about-someone/</a></li> </ul>
<b>Unaccompanied Asylum-Seeking Children and trafficked children</b>	<ul style="list-style-type: none"> <li>See the <a href="#">government guidance</a> on the care of unaccompanied migrant children and child victims of modern slavery.</li> </ul>
<b>Violence Against Women &amp; Girls</b>	<ul style="list-style-type: none"> <li>See the government's policy on violence against women and girls: <a href="https://www.gov.uk/government/policies/violence-against-women-and-girls">https://www.gov.uk/government/policies/violence-against-women-and-girls</a></li> </ul>
<b>Young people who go missing</b>	<ul style="list-style-type: none"> <li>see the <a href="#">Statutory Guidance on children who run away or go missing from home or care</a></li> </ul>
<b>Young people affected by gangs/gang violence</b>	<ul style="list-style-type: none"> <li>See the NSPCC guidance: <a href="https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/staying-safe-away-from-home/gangs-young-people/">https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/staying-safe-away-from-home/gangs-young-people/</a></li> <li>And the London Child Protection Procedures guidance: <a href="https://www.londoncp.co.uk/#">https://www.londoncp.co.uk/#</a></li> </ul>
<b>Young people who go missing or are not where they are expected to be</b>	<ul style="list-style-type: none"> <li>See the government's guidance on children who run away or go missing: <a href="https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care">https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care</a></li> </ul>

## Appendix 3 – Logging a safeguarding concern on Apricot

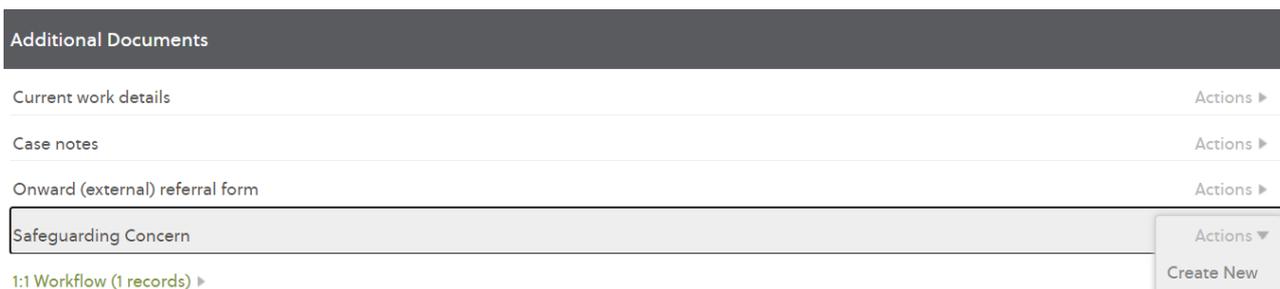
### Safeguarding Concern Guide – Age 17 and Under

When a Safeguarding Concern has been identified a Safeguarding Concern Form will need to be created. There are two options, one for Service Users 17 and under and one for Service Users 18 plus. Once the age of the Service User has been determined, the Safeguarding information requirements for that age range will be shown. There are mandatory sections that will need to be completed and the system will provide you with prompts regarding missing data. Some data response will create additional data fields which will need to be completed. You will not be able to save your Safeguarding form unless all the Mandatory data fields have been completed. It is advised that you save the form as you work through the sections.

#### 1. Create a New Safeguarding Concern Form

When a Safeguarding Concern has been identified locate the Service User, and from the Service User Document Folder create the Safeguarding Form, and work through the 10 different sections in sequence

Select “**Actions**” dropdown on Safeguarding concern and then click “**Create New**”



Additional Documents

Current work details	Actions ▶
Case notes	Actions ▶
Onward (external) referral form	Actions ▶
Safeguarding Concern	Actions ▼ Create New

1:1 Workflow (1 records) ▶

#### 2. Internal Monitoring

Internal monitoring ▼

Current work this referral relates to if applicable

Violence ▼ Go To Record

Select the Work area the Service User is associated with

### 3. Views

**Views** ▾

**Is the Service User:**

--Please Select-- ▾

**Views** ▾

**Is the Service User:**

17 or under ▾

**Is Service User aware of the referral?**

Yes  
 No

**Is parent / carer aware of the referral?**

Yes  
 No

1. Select 17 or under
- On selection additional data fields will appear in the Views section.
2. Select Yes or No to the Question Is Service User aware of the Referral?
  3. Select Yes or No to the Question Is Parent/Carer aware of the Referral?
- Your selections will require you to answer some additional questions.

**Views** ▾

**Is the Service User:**

17 or under ▾

**Is Service User aware of the referral?**

Yes  
 No

**Service User views**

Notes

**Is parent / carer aware of the referral?**

Yes  
 No

**Parent / carer views**

Notes

Yes  
Response  
Questions

**Views** ▾

**Is the Service User:**

17 or under ▾

**Is Service User aware of the referral?**

Yes  
 No

**Is parent / carer aware of the referral?**

Yes  
 No

**Why is Service User not aware?**

**Why is parent / carer not aware of referral?**

No  
Response  
Questions

#### 4. Detail of Concern and Consultation

Update all the sections

1. Add the date that the Safeguarding concern was identified
2. Provide details of the concern.
3. Complete the Report to Section
4. Select if Safeguarding lead was consulted
5. Provide the name of the lead
6. Provide the date the lead was consulted
7. Provide the name of the Manager who will be signing off the Safeguarding form
8. Select the Safeguarding Category that best reflects the type of safeguarding Concern.  
(11 options to choose from)

### Details of concern and consultation ▾

<b>*Date safeguarding concern identified</b> <input type="text" value="11/03/2021"/>	<b>*Details of safeguarding concern</b> <input type="text" value="Safeguarding concern"/>
<b>*Reported to:</b> <input checked="" type="checkbox"/> Social Care <input type="checkbox"/> Police <input type="checkbox"/> Threshold not met - recording concern for information	<b>*Safeguarding lead consulted?</b> <input checked="" type="radio"/> Yes <input type="radio"/> No
<b>*Name of safeguarding lead</b> <input type="text" value="Other"/> <input type="text" value="Lisa Carrigan"/> <small>This field is required.</small>	<b>*Date safeguarding lead consulted</b> <input type="text" value="11/03/2021"/>
<b>*Manager's name for sign off</b> <input type="text" value="Not *Applicable"/>	<b>Safeguarding category</b> <input type="text" value="-- Please Select --"/>

5.

#### 6. Previous Concerns and Others at Risk

1. Select Yes / No to the Question "Are Siblings/other Service Users at risk?"
2. If Yes is selected either
  - a. Add a link to the Service User on Apricot
  - b. Add the name of the sibling
3. Select Yes / No to the Question "Have there been any previous safeguarding concerns reported?"
4. If Yes is selected then provide the date and details of the previous concerns.

### Previous concerns and others at risk ▾

**Are siblings / other Service Users at risk?**  
 Yes  
 No

**Have there been any previous safeguarding concerns reported?**  
 Yes  
 No

**Link to at risk Service Users if on Apricot**  
 Hide Deactivated Links

**Date/s of previous safeguarding concerns and brief details**

**Siblings / others at risk - list if not on Apricot**

## 7. Social Care and Police Referral Details

Complete the details regarding any Social Care Referrals.

1. Add the date the concern was reported to Social Care
2. Add the Local Authority Borough
3. Provide the name and job title of the person contacted.
4. Identify if the service user is known to Social care
5. Update the Date of the Social Care Assessment (Check when this is completed)
6. Select the Outcome of the Referral

### Social Care referral details ▼

#### Date report to Social Care made

11/03/2021 

#### Date concern acknowledged by Social Care

DD/MM/YYYY 

#### Local Authority Area

Bexley

#### Name of person taking referral and job title

Minnie Mouse

#### Is Service User open to Social Care already?

- Yes  
 No

#### Date of Social Care assessment

DD/MM/YYYY 

#### Outcome of referral

-- Please Select --

-- Please Select --

Referral progressing to a social work assessment

No further action

Signposting to another service

Recommendation of early help assessment (or that referral remains within early help services)

Outcome of referral

Complete the details regarding any Police Referrals.

- 1 Add the date the concern was reported to the police
- 2 Add the Team spoken to
- 3 Provide the name of the PC/ staff member and their ID
- 4 Identify if a crime has been committed
- 5 Add details of the crime
- 6 Add a crime number

## Police referral details ▾

### Date of report to police

### Date concern acknowledged by police

### Team spoken to

### Name of PC / staff taking the report

### Force Identification Number (FIN)

### Has a crime been committed Team spoken to

### Details of crime

### Crime number

If an immediate action is required / made then

1. Click on the new button

A section appears called Safeguarding action

2. Add the date of the Action
3. The details of the action
4. Provide a date you expect the action to be completed by
5. Update the status of the Action.

By selecting the “New” button a link has been created to this action. You will be able to update the action via the Link

## Immediate Actions ▾

### Immediate actions made

 Hide Deactivated Links[+ New](#)

## Safeguarding action ▾

### \*Date action made

### Date action to be completed by

### \*Details of action

### \*Action status

- In Progress
- Completed
- Delayed
- Abandoned / Canceled

## 9. Follow Up Actions

If you have any follow up actions

- 1 Click on the new button

A section appears called Safeguarding action

- 2 Add the date of the Action
- 3 The details of the action
- 4 Provide a date you expect the action to be completed by
- 5 Update the status of the Action.

By selecting the "New" button a link has been created to this action. You will be able to update the action via the Link

Hide Deactivated Links

### Safeguarding action ▼

**\*Date action made**



**\*Details of action** 

**Date action to be completed by**



**\*Action status**

- In Progress
- Completed
- Delayed
- Abandoned / Canceled

## 10. Upload for social care Referral documents

Upload the Social Care Referral documents to the Safeguarding form.

1. Click on the Choose File button
2. Search for the document you want to upload from your computer.
3. Upload the document.

If the form has been completed online

4. Link any forms completed online by adding the hyperlink.

### Upload for social care referral documents ▼

**Referral documents** 

No file selected.

Up to 25 MB

**Link to completed form if done online**

## Upload for social care referral documents ▾

### Referral documents <sup>?</sup>

No file chosen

Up to 25 MB

### Link to completed form if done online

## 11. Summary Links to Case Notes

Any activities that have taken place to support the Safeguarding Concern will be recorded in the Case Notes. These case notes should be linked to the Safeguarding form to show all the work undertaken in one place.

1. Click on the search field section
2. Select a search option (type of work)
3. Locate the work category
4. Click on the case note
5. Save Record

The case note will now be linked to the Safeguarding Form.  
You can also add a case note in this section by selecting Create New

## Summary - links to case notes ▾

### Link to case notes relating to safeguarding

Hide Deactivated Links

## Case notes Search

-- Add Search Field -- ▾ [Browse All](#)

### Type of work / topic (Case notes)

The following records matched your search criteria (0.05 Seconds)

Case notes (1 record)

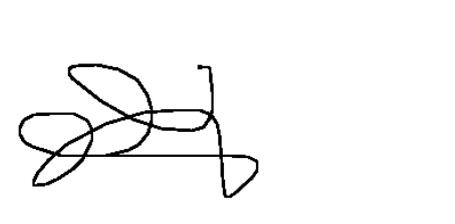
Type of work / topic	Date activity / communicati...	Short case note summary (th...	C
Safeguarding	01/03/2021	test	

## 12. Managers Sign Off

**Manager Sign Off** ▾

Is the information in this record satisfactory?

**Manager's signature**  
**Name**  
dfdfsd  
**Signature**



**Witnessed By**  
Deborah Kabahinda on 17/04/2020 04:32 PM

**Date of Manager sign off**

Manager Sign Off is completed by the Manager. They will review the Safeguarding form, and make sure that the actions identified in the Safeguarding Form have been completed and that all the required information has been added.

1. Click on the arrow alongside the Managers Sign Off bar.
2. Update if the Information is satisfactory Yes / No
3. If Yes Enter your Name
4. Sign the Form
5. Date the form
6. If No is selected
7. Provide details of the activities that need to be completed, and advise Support worker.
8. Complete Managers Sign Off when the updates have been made.

## Appendix 4 - Need to Know Protocol summary

All staff and volunteers must ensure that the Designated Safeguarding Lead is informed as soon as possible of the occurrence of any of the situations set out below. The Designated Safeguarding Lead will then keep the Chief Executive informed with regular updates. The Designated Safeguarding Lead will also include details in reports to the Trustee Board.

If you are not certain whether an incident or situation falls within this protocol let the DSL know and they will make that assessment.

NB: this is a summarized version of the Need to Know Protocol.

1	The death of a person who uses or has used our services
2	The attempted suicide of a person who uses or has used our services
3	Any known incident of child abduction
4	Any incidents of alleged serious abuse of a child or perpetrated by a child
5	Serious incidents in the community, including where a person who is using our services or who has done so in the past: <ul style="list-style-type: none"> <li>• is charged with murder, attempted murder, manslaughter, rape, torture, kidnapping, false imprisonment or firearms offences</li> <li>• is the victim of any of these offences</li> </ul>
6	Death in service of members of staff or volunteers
7	When any member of staff or a volunteer is the subject of criminal proceedings
8	Fire or other occurrence which causes major damage or closure to a building occupied by Safer London staff
9	Serious injury to any person while on our premises or engaged in an activity organised by Safer London
10	Accidents on trips / activities organised for people who use our services
11	Serious incidents involving people who use our services, including serious wounding
12	Any matter or incident arising that may bring Safer London into the public eye or attract adverse media attention
13	Serious data breach that may result in sensitive or confidential data becoming available to unauthorised persons
14	Visits by OFSTED, Department for Education or other government agencies to a workplace where Safer London staff are located/ co-located
15	Proposed visit to a workplace where Safer London staff are located/ co-located by a Government Minister, MP or local Councillor

# Appendix 6 – Safeguarding Procedure Flowchart

